Differentiated Instruction

South Dakota Department of Education
Special Education Programs

Agenda

Administrative Rules of South Dakota (ARSD)

Tools for incorporating differentiated instruction

Websites for resources

Questions

Next webinar

What Is Differentiated Instruction?

Supporting special education students in accessing rich instructional activities in the general education classroom

*The Special Educator

Why Differentiated Instruction:

ARSD 24:05:13:01

(23) "Least restrictive environment," a learning environment for a child in need of special education or special education and related services, including a child placed in a public or private institution or another care facility, that includes to the maximum extent appropriate children who are not in need of special education or special education and related services, as determined through the child's individual educational program;

(36) "Specially designed instruction," adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction;

Where To Provide Differentiated Instruction:

24:05:28:01. Least restrictive program to be provided. Children in need of special education or special education and related services, to the maximum extent appropriate, shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program. **Special classes, separate schooling, or other removal of children with disabilities from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

Differentiated Instruction

- Manipulatives

- Highlighting

- Organizers

- Responses

- Classroom Environment

- Attention

- Behavior

Manipulatives

- Color overlay (sensory tool)
- Provide instruction in tactile and kinesthetic modalities
- Graph paper
- Blocks, Chips, 100s blocks, 10 sticks, Cubes,
- Audio means of class materials
- Bookmarker/Reading Stick/Place maker
- Reference materials (word wall, math charts)

Highlighting

- Utilizing highlighting tape

- Post-it Notes

- Color coding (for example math words/directions/etc.)

- Color overlay

- Focus Frames or Sliding Masks

Organizers

- Story Webs

- Math mats/math graph paper

- Mnemonic System (SQRRR, CAPS, HOMES, DMSCB, ROY.G.BIV,)

- Story Mapping (Beginning-Main Event 1-Main Event 2-Ending)

- Color coding class books and materials

- Organized Note Taking/Structured Notes/Picture Notes

Responses

- Breaking apart assignment into manageable chunks

- Color differentiation for multiple choice word bank

- Response cards

- Verbal Response

- Copy-Pair-Share-Respond (C.P.S.R)

- Know Not What Strategy (K-N-W-S)

- Partner Talks

- Newsela Pro (online program to build reading comprehension with nonfiction)

Classroom Environment

- Environmental Measures (seating, lighting, etc)

- Multiple Intelligences

- Differentiated means to assignment completion

- Music

- Signal transitions and schedules using tool (chime, soft bell, kazoo, singing bowl, music)

- Procedural Choice (students choose how to provide assignment under guidelines given)

Attention

- Preferential Seating
- Proximity
- Amplification System
- Fidget Tools
- Chair Options (ball chair, balance chair, standing, kneeling, etc.)
- Flipping the classroom

Behavior

- Break assignments into smaller portions

- Do later file

- Cuing system

- Teaching students to take a break

- Acknowledge and provide option for emotions

- System: Positive Behavioral Interventions and Supports (PBIS)

- Data collection: Class Dojo, SWIS

- Consistency and Schedules

- Limit visual and auditory classroom distractions

Behavior Continued

- Use empathy statements

- Create opportunities for success

- Give space

- Allow for choices

- Arrange for some relaxation activities

- Use teacher proximity

- Suggest an independent activity

- Allow for some movement activities

Math Websites

www.interventioncentral.org (multiple areas)

www.kahnacademy.org (Kahn Academy-all areas)

www.brightstorm.com (math and science concepts)

www.aplusmath.com (math)

www.tenmarks.com (math)

www.mathsframe.co.uk (math)

Language Arts Websites

www.fcrr.org (Florida Center for Reading Research)

www.interventioncentral.org (multiple areas)

www.kahnacademy.org (Kahn Academy-all areas)

www.gutenberg.org (free ebooks)

www.lexile.com (assists teachers in determining appropriate reading books/levels for students)

www.scholastic.com/bookwizard (assists teachers in finding books for students at their reading level)

Behavior Websites

www.pent.ca.gov (Diana Browning Wright)

www.interventioncentral.org

www.pbis.org

www.behavioradvisor.com

www.theteachersguide.com/classroommanagement.htm

Another Way To Look At Differentiation

- Look at the picture below and think of the figure as students and the field in terms of a high quality education experience. What are your observations of the Equality picture compared to the Equity picture? Watch this short YouTube: https://www.youtube.com/watch?v=MXIdwpgQ5Wg
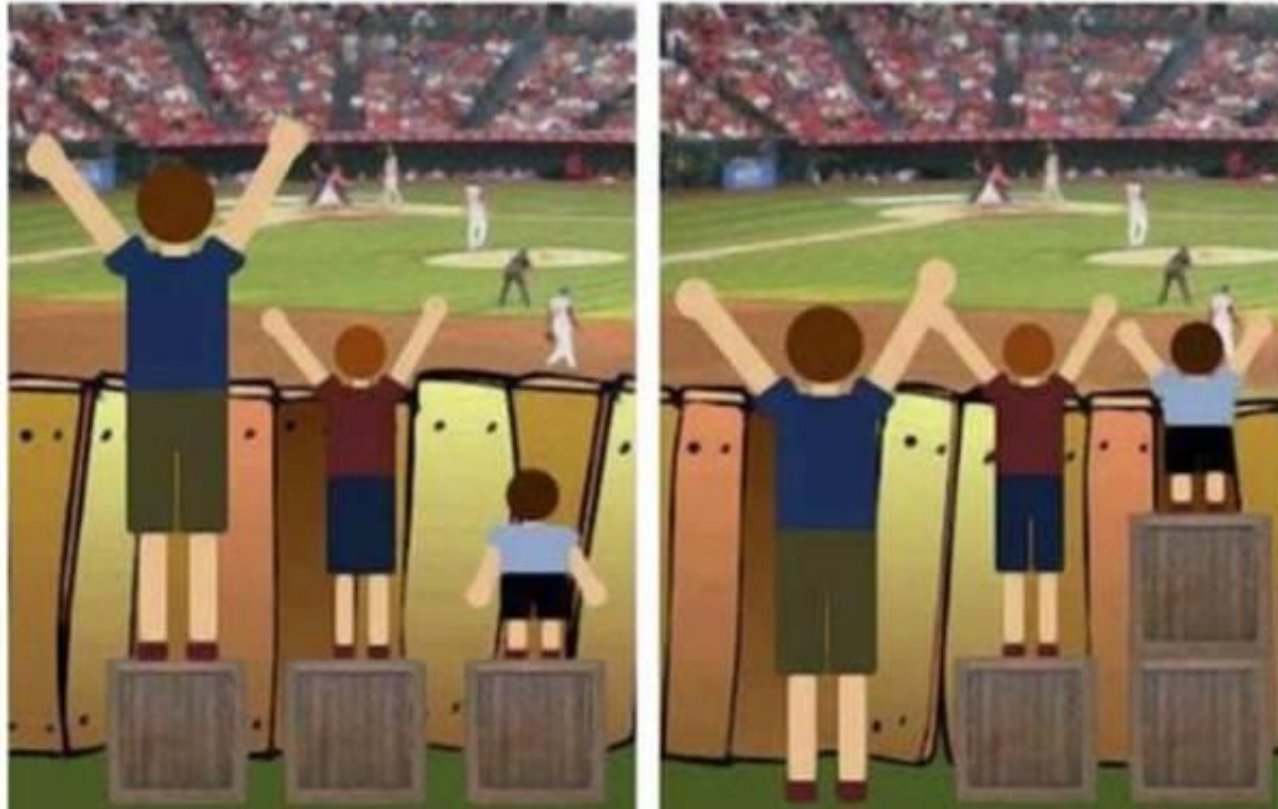
Questions

Next webinar "Behavior/Behavior Plans"
Monday, February 29, 2016 at 3:30 pm CST